DOCUMENT RESUME

ED 224 897 CE 034 560

AUTHOR	Herzog, Jane
TITLE	Vocational Exploration Technical Assistance Manual.
INSTITUTION	National Alliance of Business, Inc., Washington, D.C.
PUB DATE	Feb 81
NOTE	82p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Career Choice; *Career Education; Career Exploration; Demonstration Programs; Educational Resources; *Education Work Relationship; Employment Programs; *Federal Programs; Guidelines; Job Training; *Models; Program Development; *Program Implementation; School Business Relationship; Secondary Education; Vocational Education; *Work Experience Programs; Youth Employment
IDENTIFIERS	Comprehensive Employment and Training Act; National Alliance of Business

ABSTRACT

This manual has been developed to assist prime sponsors, private industry councils, community-based organizations and other youth serving agencies in planning, designing, and implementing vocational exploration activities. The information, forms, and curriculum samples in the manual are a collection of the efforts of 14 program operators involved in the Vocational Exploration Demonstration Project funded by the National Alliance of Business through the U.S. Department of Labor. The vocational exploration activities described in the manual are intended to be integrated into existing employment and training programs, to supplement existing efforts, or to be operated as separate and distinct programs. The manual contains seven sections. Following an introduction and a discussion of the purposes of the vocational exploration program in the first two sections, the manual provides descriptions of four program models: (1) onsite exposure, (2) simulated/laboratory exposure, (3) employability skills development, and (4) combined exposure. Elements common to all these program types--such as counseling, support services, academic credit, exploration activities, and administration and staffing procedures--are discussed in sections 4 and 5. The final two sections present strategies for implementing the vocational exploration program and samples, forms, and checklists from successful programs. (KC)

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VOCATIONAL EXPLORATION

TECHNICAL ASSISTANCE MANUAL

[Jane Herzog]

February 1981

NATIONAL ALLIANCE OF BUSINESS
WASHINGTON, D.C.

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TECHNICAL ASSISTANCE MANUAL

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I. INTRODUCTION

This manual has been developed to assist prime sponsors, Private Industry Councils, community based organizations and other youth serving agencies in planning, designing and implementing vocational exploration activities.

The information, forms and curriculum samples contained in this manual are a collection of the efforts of fourteen program operators involved in the Vocational Exploration Demonstration Project funded by the National Alliance of Business through the U.S. Department of Labor, Employment and Training Administration.

The Vocational Exploration Demonstration Project (VEDP) began operations in June, 1979. The purpose of this demonstration was to analyze various approaches to vocational exploration to determine what kinds of program services and activities work best for particular youth populations. In addition, St. Louis University, Center for Urban Programs, responsible for this research design, made a comparison of summer and non-summer components for both in- and out-of-school youth as well as comparing shorter periods of program involvement with lengthier periods of involvement.

The VEDP design was based upon the experience of over 150 programs operated during summers of 1976, 1977 and 1978. Past subcontractors included community based organizations, private sector employers, educational institutions, labor organizations, Chambers of Commerce and prime sponsors.

Vocational exploration is an educational and motivational experience through which youth learn about the world of work and become acquainted with different occupations and career opportunities. Exploration in the private sector helps youth to gain knowledge, information and perspective to assist them in making decisions about their future directions and develop a firm behavioral foundation from which to proceed.

The vocational exploration activities described in this manual can be integrated into your existing employment and training programs, can supplement your existing efforts or can operate as a separate and distinct program. In addition, vocational exploration activities can be used as a pre-employment training component and a precursor to On-the-Job Training (OJT) or work experience. It can also be used as a follow-up to summer programs to help youth focus on specific career areas, as a final step in the career decision-making process.

The versatility of vocational exploration enables you to choose an implementation strategy that is compatible with your local needs.

II. PROGRAM PURPOSE

The purpose of the vocational exploration is to assist enrollees to improve their employability skills and their ability to make career choices through a planned intervention strategy.

The program focuses on helping youth learn about the types and characteristics of different jobs and occupations, the role of unions, physical and psychological working conditions, entry level requirements, skills and credentials needed, pay and employee benefits, promotional opportunities, career ladders and potential for occupational growth, the material and non-material rewards of working, the availability of jobs, personnel policies and practices, and how to find, get and keep work.

The program seeks to inculcate participants with positive work habits, attitudes and behavior patterns such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, accepting instruction from supervisors, and assuming responsibility. Vocational exploration will also concentrate on developing motivation, assisting enrollees in gaining an improved self image and achieving greater self awareness, helping participants in understanding the world around them and their place in it and in obtaining effective interpersonal relations skills.

Third, program activities and services are directed toward the attainment of desired post-program opportunitites and objectives for each youth. This TRANSITION process is extremely important because it can provide enrollees with a forward momentum on which to build, give them a sense of achievement and a feeling of confidence, and, most of all, impart to participants the ability to plan for the future.

Finally, vocational exploration should not be seen as an end in itself, but rather as a "stepping stone" activity. Participation in a vocational exploration program involves the enrollee in a transitional process of growth and decision making. Youth get a chance to "learn now for later," but the "later" is never ignored. The program seeks to instill in participants an increased sensitivity to and awareness of the realities of their own personal options, and to motivate youth to acquire the education, training and skills required to "move from where they are now to where they want to be" based on realistic expectations.

All of the vocational exploration models described in this manual have been designed to fulfill these purposes.

III. VOCATIONAL EXPLORATION PROGRAM MODELS

Four program models are currently being tested in the Vocational Exploration Demonstration Project (VEDP) which employ different strategies for providing a vocational exploration experience for youth. These are Onsite Exposure, Simulated/Lab Exposure, Employability Skills Development, and Combined Exposure. The following pages contain brief explanations of the different types of vocational exploration strategies that distinguish the model designs from each other.

All of the program models, while different in programmatic approach, have many common elements. These include program purpose; program orientation; initial exploration activities, Individual Enrollee Plan; counseling; educational enrichment; supportive services; transitional activities; and some percentage of activities included under Employability Skills Development. (See Section IV).

A. ONSITE EXPOSURE

Onsite exposure is occupational exploration through actual placement at a private or public (if necessary) sector employer's place of business for worker shadowing, job/task observation and rotation, and limited practical -- "hands-on" --experience. This shall include exposure to a wide variety of jobs in many industries and focus on a few careers within specific industries.

WORKER SHADOWING allows the youth to observe the duties and responsibilities of a regular employee, while JOB/TASK observation permits enrollees to learn about the characteristics, functional aspects and operating conditions of different types of work. Observation and shadowing of any one employee, job or task should be limited because, after a certain period of time, these activities tend to no longer hold the participant's interest, and thus lose their educational value and may in fact become counterproductive. Short term, PRACTICIAL ("hands-on") experience lets enrollees learn how to perform certain tasks, get a fuller appreciation of the job as it is done in the real world, and achieve a greater sense of accomplishment. Situations that have program participants "working" with regular, full-time employees for short periods of time involve the employer's work force in the vocational exploration process; such circumstances allow "co-workers" to teach youth about the skills of their trade and the related formal and informal norms of their workplace by means that most workers learn their likelihood -- on-the-job.

ROTATION makes worker shadowing and job observation more interesting, gives youth a greater variety of exposures, and keeps the practical, short term, "hands on" activities from becoming work experience in the private sector and violating the prohibitions against increasing an employer's profitability or productivity. Rotation may occur within one large organization or company (among departments) or among different companies to get the broadest possible exposure.

Worker shadowing, job/task observation, rotation, and limited practical "hands on" experience activities can be conducted separately or in conjunction with each other; they can be going on consecutively or concurrently within the same program.

Some percentage (recommended 15-25%) of Employability Skills Development activities should supplement the onsite exposure activities.

Onsite exploration, perhaps the most traditional approach to vocational exploration requires much planning. The development of an effective marketing plan is essential to the success of an onsite experience. Marketing vocational exploration to the private sector must be accomplished well in advance of program implementation and should include the following steps:

Step 1: organizing a marketing strategy

Step 2: developing a list of potential participating employers

Step 3: selling the program and closing the deal

Step 4: in-depth orientation to vocational exploration and your program goals

Step 5: developing and monitoring a worksite agreement between the employer and the program

STEP 1: ORGANIZING A MARKETING STRATEGY

Before any contact is made with employers, a marketing strategy must be developed.

First, identify those persons responsible for marketing the program. Regardless of whether you choose program staff, board members or agency personnel, the marketing team should be thoroughly oriented to the program and to your marketing strategy. To avoid duplication of effort and confusion, only those identified as the marketing team (sometimes called job developers, site developers or account executives) should have contact with employers.

In order to focus your efforts and organize your strategy, some programmatic decisions have to be made.

- number of youth in the program - this will indicate the approximate number of sites that must be developed.
- number of required rotations - this will also impact the number of sites to be developed.
- preference for large, medium or small employers - impacts rotation options.
- preference for particular industries or occupational clusters
- preference for certain geographical locations - impacts client access to sites.
- concentration on business with available jobs per local labor market analysis.

With this information in place, you can start to develop fact sheets and letters of introduction and a list of potential participating employers. These written materials should highlight the "selling points" of the program or employer benefits.

STEP 2: DEVELOPING A LIST OF POTENTIAL PARTICIPATING EMPLOYERS

Using existing contacts, mailing lists, personal contacts, Chambers of Commerce and even the yellow pages, compile a list of potential participating employers. It may be helpful to organize the list according to industry type or occupational clusters, geographic location or site of business if those factors are part of your program plan.

The list of potential employers should include name, address and telephone number of the company and should also have space for filling in the contact person,

number of youth they can accept and the types of exploration available as the information is obtained. A record of contacts with each employer is also helpful for tracking telephone conversations, appointments and the status of each contact. Samples of such forms are contained in the "Samples" section.

Initial contacts with potential participating employers can be made by phone, letters or personal visits. Whichever method you choose, it is important to remember to:

- Introduce your organization as the sponsoring agency
- Avoid the use of acronyms when communicating with employers. Most employers are not familiar with the employment and training "alphabet soups."
- Briefly explain the purpose of the program but be careful not to reveal too much -- this may give the employer the opportunity to reject participation after the initial contact. If you leave the details out, you are more likely to get an apppointment for further discussion. A first phone call may be as brief as "My name is _____ from _____ agency and I'd like to make an appointment to talk to you about our vocational exploration program for youth." Once you are in the door you have a greater opportunity to sell the program and close the deal.

STEP 3: SELLING THE PROGRAM AND CLOSING THE DEAL

The purpose of an in-person appointment to follow-up the initial contact is to sell the program and close the deal. This appointment is a mutual interview -- the employer is interviewing the program to determine interest in participating, and you are interviewing the employer to determine the potential of the company as a worthwhile site. In order to conduct a successful interview, it is necessary that you know something about the company. General information about the company's products and services as well as its size will give you an advantage in selling the program. You will know in advance what the employer has to offer, and what you can suggest as a plan for their participation. You will also know how flexible you must be to meet the employer's requests.

Participating in a vocational exploration program can benefit a company by bringing the employer good public relations for community service, enhancing the company's image and exposing the company to a pool of potential employees. Additionally, it provides the employer an opportunity to become directly involved in orienting youth to the world of work and emphasizing work habits and behavior they feel are most important. VEP can be a short term, non-financial commitment or a longer term financial commitment with tax benefits.

- Describe in detail your implementation strategy for that particular site including the number of youth, the number of hours of participation, and the rotation plan.
- Review the agreed upon worksite agreement with the superviosrs and highlight their specific responsibilities (attendance, time sheets, reports, etc.). Pass out copies of program or federal guidelines (see "Samples" section).

- If a written learning plan is not included in the worksite agreement, develop a learning plan with the input of the supervisors. A learning plan should outline specific goals and objectives either on a daily, weekly or bi-weekly basis for the youth. The learning plan should also include planned activities or a schedule of exposures within the company. The combination of the worksite agreement and the learning plan will help the supervisors in structuring the exploration experience. In addition, these documents can be used by program staff for compliance monitoring of the site.

- At the end of the meeting, you should establish a schedule of regular site visits to be made by program staff. This may be as specific as determining a specific day and time each week, or as flexible as just once a week. However, it is recommended that site visits be frequent and planned enough in advance as to ensure the availability of the supervisor and youth.

Samples of guidelines regarding CETA prohibitions against work experience in the private sector and program guidelines used by other vocational exploration programs can be found in the "Samples" section.

STEP 4: IN-DEPTH ORIENTATION TO VOCATIONAL EXPLORATION AND YOUTH PROGRAM GOALS

One of the keys to a successful and effective on-site experience is a thorough understanding of the program and its goals by the employer and the assigned supervisors. Do not assume that the employer (or the initial contact person) will orient other staff persons to the program. In-house supervisors assigned to the program often receive little or no information about their responsibilities.

Therefore, you should schedule a meeting/training session with the assigned in-house supervisors in an individual or group setting to:

- Explain the concept of vocational exploration, the overall program design, and program guidelines. Include a description of the eligible population, other companies that are involved, and the main activities and services you are offering youth. Also describe your organization.

Both the employer and a program representative should sign the agreement.

The more specific the agreement, the easier it is to monitor the performance of the employer. You will simply use the items on the agreement as a checklist during your site visits to ensure compliance with the stated responsibilities.

It is strongly recommended that site visits be made weekly to talk with the enrollees placed there as well as the employer or supervisor. Both the youth and the employer should know your site visit plans in advance.

STEP 5: DEVELOPING AND MONITORING A WORKSITE AGREEMENT BETWEEN THE EMPLOYER AND THE PROGRAM

A worksite agreement (e.g. Memoranda of Understanding, Employer Contract) should be developed for each participating employer either at the initial meeting or as soon as possible after a firm commitment has been made.

This agreement should contain the specific responsibilities of the employer to the program as well as the responsibilities of the program to the employer. You may want to be very specific in the agreement and include the learning plan. Include clauses as necessary pertaining to the release of youth and termination of the agreement. (A checklist and sample can be found in the "Samples" section).

If there are special rules the employer must adhere to (i.e., CETA regulations), it is helpful to attach a copy.

Since you have taken the initiative for setting up the appointment, you should be prepared to take the lead role in the discussion. The following is a suggested "agenda" for your appointment.

- Introduce yourself, your position in your organization, and give a brief description of your organization.

- Describe your program and the concept of vocational exploration. This should include the dates of implementation, the client population, the goals and expected outcomes, and the activities and services. Again highlight "selling points" such as supervision of youth, counseling, payment of stipends or allowances, and benefits to employers.

- Propose your plan for employer participation in specific terms. Ask for any information about the company that you were not able to obtain through research that may clarify the options. Begin your proposal with the plan that best suits your needs. Include the number of youth, the length of participation, the hours and days youth will be on-site, the number of rotations your prefer, and the responsibilities of the participating employer. These responsibilities (on-site supervision, attendance and time records, reporting) should be carefully thought out and thoroughly explained.

- Negotiate the details of your proposal and present options to the employer. It is helpful to be flexible, however, you should not compromise when it will jeopardize quality. If you have done your homework in Step 2, you can afford to turn down employers who want you to compromise too much.

- Before you leave, get a firm commitment from the employer. Make an appointment to come back to orient supervisors and develop the specifics of your worksite agreement if it can not be accomplished at the initial meeting.

IMPORTANT: CETA Regulations (Sec. 676.24) require that appropriate labor organizations are consulted on program planning, design and other activities. If participating employers are covered by a collective bargaining agreement, the program must obtain written concurrence from the appropriate bargaining agent.

CETA REGULATIONS RE: ONSITE EXPOSURE

The Comprehensive Employement and Training Act (CETA) rules and regulations prohibit work experience in the private sector. The regulations state that no participating private sector firm can augment its economic position and productivity directly through the activities of vocational exploration program participants. Whenever onsite exposure opportunities are located with a private for profit employer, "youth will not be involved in work experience or any other activity that contributes, or could be expected to contribute, to additional sales or profit or otherwise results in the subsidization of wages, of a private-for-profit organization."*

Therefore, youth will not:

- replace regular full-time employees in their usual tasks, thereby enabling these workers to perform additional duties.
- function as "extra employees" by performing the tasks of regular fulltime employees or, by their unique skills, allowing the company to move in "new" directions.
- enable the private sector organization to turn out more goods, services and products than it normally does with its own, usual complement of regular full-time employees.

Maintenance of effort provisions will be in effect for all onsite exposure activities. An onsite exposure vocational exploration program:

- will not result in the displacement of currently employed workers, including partial displacement, such as reduction in hours of nonovertime work, wages or employment benefits, or prevent the hiring of new workers.
- will not substitute opportunities under the program for existing federally assisted jobs.
- will not place a youth in any vocational exploration opportunity when any person is on layoff by the employer from the same or any substantially equivalent job in the same area.
- will not have any participant undergoing exploration in any position when the same or any substantially equivalent position is vacant due to a hiring freeze.

*Other CETA regulations pertaining to vocational exploration services can be found in the Federal Register, May 20, 1980; Section 676.25-5(b)(8) and Section 676.73(a).

- will not assign youth to vocational exploration opportunities which are the subject of a labor dispute involving a work stoppage.

- will not be used to put an enrollee in an onsite exposure situation which was created by laying off or terminating the employment of any regular employee, or otherwise reducing the regular work force, in anticipation of filling openings by using youth to be supported under the program.

- will not impair existing contracts for services or result in the substitution of Federal funds for other funds in connection with work that would otherwise be performed, including services normally provided by temporary, part-time or seasonal workers, or through contracting such services out.

- will not infringe upon the chances for promotion which would otherwise be available to persons currently employed in public service to subsidized under CETA.

- will not permit an onsite exposure placement opportunity to occur in other than an entry level position in each promotional line until applicable collective bargaining agreements have been complied with.

- will not allow job restructuring to occur or new job classifications to be developed, in order to provide progressive vocational exploration slots, where these actions would negate established personnel procedures, interfere with collective bargaining agreements, or displace currently employed workers.

Pursuant to the CETA rules and regulations, the following guidelines have been developed for onsite exposure programs in Vocational Exploration Programs.

- "Hands on" experience without rotation will be limited to 80 hours with for-profit employers unless there is "stand back" supervison by the full time employee who is taking time away from his or her duties to work with the enrollee;

- A job in which "hands on" experience occurs without "stand back" or other supervision should have an entry level which requires at least two weeks of training or on the job experience before the individual becomes productive, i.e., has learned the tasks and functions involved and can operate as a regular, full-time worker;

- No enrollee shall be placed in a "hands on" experience position which requires skills that the enrollee has previously mastered and successfully demonstrated in an unsubsidized work situation;

- "Hands on" opportunities at any one site shall not exceed 20% of that particular employer's regular full-time work force;

- No more than two participants will get "hands on" experience in close proximity to each other (e.g., in same work area or work crew) without an equal number of full-time employees on the job at all times.

Additionally, all local operators who opt for "hands on" experience should:

- Develop and maintain with the employer a signed worksite agreement which sets forth in understandable language the operational specifics of the site assignment, the mutual responsibilities, and the procedures to be followed.

- Obtain the approval, in the form of a letter of concurrence, of any labor organization representing employees in the affected collective bargaining units.

A Note on Work Experience in the Public Sector:

Work experience in the public sector is a distinct employment and training service delivery strategy that by historical precedence, definition, and regulation involves placement of a youth in a public and/or non-profit site for a certain period of time, with the purposes being income maintenance, fostering appropriate job site behavior, and/or limited skill training. Work experience as a program modality - in practice - usually consists of placing an enrollee at a worksite for X amount of time to perform a particular job, with little or no active planned staff intervention in the process to impact on participants in both cognitive and affective ways. In traditional work experience, the youth generally work at only one job for their total time within the program. The key distinction between work experience and vocational exploration is that the youth work at one particular job instead of exploring different occupations. Work experience in the public sector is not technically a violation of CETA prohibitions because there is no increased profitability and productivity, no unfair competititive advantage and/or no threat to union wage structures. However, such work experience with no rotation or exploration does violate the purpose, operational procedures, goals and objectives of vocational exploration. Vocational exploration is designed to impact the participants cognitively and affectively through exposure to a wide range of jobs

and careers, the realities of the world of work, and the labor market in general, and also to help the youth formulate some future directions and transition from the program into a situation that will facilitate progress towards their goals. Therefore, any local program operators that find it necessary to place enrollees at public sector sites should take great care to assure that what is occurring is in fact vocational exploration and not work experience in the public sector.

B. SIMULATED/LAB EXPOSURE

Simulated/Lab exposure is occupational exploration using "survey style" vocational training, limited skill instruction, classroom instruction and "mock up" work. This is usually conducted at union trade instruction institutions, vocational schools (high school or community college), skill training centers or industry-based simulation centers. This model also includes a supplemental classroom component.

Simulated job experiences provide the opportunity for youth to get hands-on experience with equipment and tools outside of the "real" job setting. In addition, the simulated environment provides close instruction, a self-paced and less pressured performance standard and immediate feedback to youth on their progress. This "laboratory" situation allows for the isolation and control of conditions to maximize learning and growth.

The Simulated/Lab Exposure model can be structured to expose youth to skill areas in a wide variety of industries, or concentrate on the skill areas in a particular industry. Whichever approach you choose, the exposures should be structured as introductory in nature and require no previous contact or experience. These episodes are self-contained, enabling the individual to function independently (with instructor guidance) and should generate interest and motivation.

The linkage with the private sector in this model, though not as strong as the Onsite approach, can be substantial.

Employers can participate in the following ways:

- Provide simulation equipment or tools either on the employer's premises or selected sites;
- Provide instructions to the youth on how to use the equipment and tools and provide information on jobs and careers that utilize these skills;
- Present information on the formal training, education and experience necessary to become proficient and employable in particular skill areas.

It is essential that participating employers are well oriented to the purpose and goals of the program so that their participation is worthwhile for the program and the employer.

The keys to effective simulation is a well prepared curriculum, competent instructors and staff, and a concentration on exploration rather than skill proficiency. It is also important that the facilities that house this model can accommodate a work-like environment. This can be accomplished by grouping related skills in clusters and enforcing "real" work behaviors.

Most programs that have implemented simulated exposures have employed Skill Instructors such as journeymen, retired workers, etc. Others have utilized existing staff at vocational schools and a third group has used "visiting" employers as instructors. Although the instructor has the primary responsibility for the curriculum, program counselors should be present for supervision and serve as aides to the instructor.

A classroom component should be included to link the knowledge gained during simulation with general knowledge and information about the world of work. This model is most effective when supplemented by some percentage (we recommend 15-25%) of Eclectic Exposure activities.

NOTE: If equipment and instructors are not donated, this model can be expensive to operate. See "Strategies for Implementation" section for alternative approaches.

C. EMPLOYABILITY SKILLS DEVELOPMENT (ESD)

Employability Skills Development is occupational exploration through multiple approaches which combines several basic elements into a planned program intervention strategy instead of relying on one major methodology. Enrollees in this type of program should be involved in a range of activities founded on vital, people-oriented interactions and active world of work oriented encounters, animated examination of jobs and careers, creative expression, achievement of personal awareness, and, if possible, multi-media focusing on the realities of the labor market. This eclectic combination of program offerings could include - among others - the following:

- field trips, visits and tours which focus on the occupations seen, their entry requirements and growth potential, and the causal relationships between the jobs and the process of production. By working closely with employers, site visits can be arranged which include discussions with, and explanations by, workers, management, union representatives, and the personnel department, followed by questions and answers. Field trips should be more than plant tours; they should be carefully structured ventures with specific purposes. Staff should meet with participants prior to embarkation to brief the youth and to set the stage for what will be seen and experienced. After the field visit, a group session debriefing should be held to allow the enrollees to talk about what they saw and experienced and their personal feelings and reactions. Learning and growth is often facilitated by sharing perceptions, impressions, and experiences. This pre-briefing and debriefing process may be a valuable tool for other program activities as well.

- films, speakers, panel discussions and seminars (care should be taken in selecting speakers, panelists and presenters who can serve as positive role models for youth).

- presentation of occupational and vocational information including, where possible, the use of computerized career information systems.

- orientation to the local labor market (primary and secondary), including information and explanations of how it works and data on presently available jobs and predicted future openings.

- instruction on how to find (job search information sources), get (resumes, applications and interviews) and keep a job; this could involve role playing and audio-visuals as teaching/learning aids, and sessions such as "Dealing with a New Job" - problems to expect when you are new on the job; developing positive co-worker relationships; mechanisms of company rules and policies; clarification of supervisor and employee roles and responsibilities; how, when and where to obtain information while on the job; the need to develop and maintain a good work history.

- instruction on how to advance a career after entry into the labor force - understanding the importance of one's reputation as a worker, and how reputations become established; understanding the effects of personal behavior on job performance and supervisory ratings; and, thinking of each job as preparation for the next and how to avoid being trapped in a dead-end situation.

- presentations on business and the private enterprise system, labor movement and the collective bargaining system, labor-management issues and practices, and the social security system.

- discussions of the relationship between school and work.

- sessions on ethnic history and heritage and understanding social and cultural milieus.

- sessions on survival skills, especially those related to employment, such as the use of public transportation, budgeting, income tax, consumer education and economics, credit/installment buying, banking, leasing, loans, interest rates and collateral, tenant's rights, personal health and hygiene, legal rights, first aid, family planning, productive use of leisure time, community resources, systems and institutions.

- youth projects such as small enterprises, publication of a newspaper or magazine, conducting local needs surveys or opinion polls, performing community services, formation of a youth union, media presentations, task analyses of requirements for and conditions of working in particular industries.

Any income generated from youth projects in a federally-funded program must be utilized by program operators to continue or increase allowable vocational exploration activities.

As with the other model types, all outside resources (employers, speakers, instructors, etc.) should be thoroughly oriented to the program purpose and goals.

As indicated in the introductory paragraphs of this section, a percentage of Employability Skills Development activities should be included in any vocational exploration model. This supplement will provide "support" to the knowledge and information gained while onsite or in simulated/lab exposure. Program operators in VEDP have found 15-25% of the employability skills development activities included in this model is usually sufficient and does not interfere with the onsite or simulation curriculum. You can choose to do these activities up front - at the start of the program, or reserve one day a week to bring all the enrollees together.

There is an abundance of material available on values clarification; seeking, getting and keeping a job; communications skills; survival skills, etc. that are exciting, motivating and require active participation by youth.

If you would like assistance in identifying such materials, please contact:

VEDP/National Alliance of Business
1015 15th Street, N.W.
Washington, D.C. 20005
202/457-0040

D. COMBINED EXPOSURE

This model provides for the operation of various mixtures of the three basic types described in the preceding sections: Onsite Exposure, Simulated/Lab Exposure and Employability Skills Development models.

The activities described under each of these models can be combined and integrated with other activities according to your local needs. The VEDP tested several different combinations such as:

- Onsite Exposure and Simulated/Lab Exposure - (plus some percentage of Employability Skills Development)
- Onsite Exposure and Employability Skills Development
- Simulated/Lab Exposure and Employability Skills
- Onsite, Simulated/Lab Exposure and Employability Skills (equal percentages)

VEDP program operators who implemented this model emphasize the importance of planning. Scheduling of staff, logistics, transportation from one type of activity to another is key to a smooth-running operation.

If you choose to operate the Combined Exposure model, be sure to read the preceeding sections pertaining to the combination of activities you select. In addition, you will find information on alternative strategies for implementing this model in Section VI.

All program models will be more effective if there is a clear linkage between and among program activities, particularly in the Combined Exposure Model. The material addressed in Employability Skills should bear a strong relationship to youth's experiences onsite or in the simulated/lab. The integration of all program activities will result in a cohesive approach to program goals. To accomplish this, careful thought must be given to the sequencing and content of activities.

IV. COMMON ELEMENTS

While each of the vocational exploration program models differ in their delivery strategies, they share a common purpose and many other common elements. The elements described below complement the main activities of any vocational exploration model and are necessary for a well-rounded experience for youth. The adjunct services -- Counseling, Educational Enrichment and Supportive Services -- are necessary components of a vocational exploration program.

A. PROGRAM ORIENTATION

Program Orientation should occur on the first "official" day of the program. It is suggested that a "Get Acquainted" exercise (see "Samples" section) in a group format will help break the ice and make the remainder of the orientation a bit easier.

Program orientation is extremely important, as it sets the tone for the weeks to come. It also provides the opportunity to communicate to youth what they can expect as well as what is expected of them throughout their participation in the program.

Therefore, whether you decide to implement the Program Orientation in one day or one week, at minimum, the following items should be covered:

- Introduction of sponsoring organization and staff.
- The purpose of the program and the enrollee's participation in it. Should include an explanation of the concept of vocational exploration, the specifics of the selected model and the benefits to enrollees.
- A thorough description of all program activities and services especially counseling and participant-counselor relationships.
- The responsibility of youth to the program and program to youth. This should include program hours, explanation of wages or allowances, conduct codes, rules and regulations, mutual respect, what they can expect to learn and what is expected of them in the learning process.
- The administrative procedures that impact enrollees, such as time and date schedules, transportation, payroll system, time sheets, paid and non-paid time, assignment to counselor.
- Appropriate CETA rules and regulations, e.g., prohibition against enrollee participation in religions or political activity during program time, grievance procedure and Child Labor Laws.

It is helpful to pass out any written materials you have developed regarding these items such as enrollee conduct code, program schedule, enrollee handbook, etc.

Most program operators have enrollees sign and keep a copy of an enrollee-program agreement or the conduct code itself to ensure that the enrollees have read and understand up-front the rules they must follow.

B. INITIAL EXPLORATION ACTIVITIES

Initial Exploration activities should be conducted after the enrollees have been assigned to a counselor.

In order for enrollees to begin learning about the world of work and exploring careers, it is important that they learn some basic skills as preconditions to succeeding in vocational exploration. This component is designed to impart general information on some selected "work world" topics and to help the enrollees explore themselves in relation to work.

Therefore, to provide youth with a frame of reference from which to proceed, the exploration activities should, at minimum, cover the following items:

- General communications skills exercises to improve speaking skills, listening skills, emphasizing verbal and non-verbal communications.
- Exploration of interests and abilities using inventories and exercises.
- Clarification of general values, self assessment, motivation, decision-making, problem solving and goal setting exercises to acquaint youth with these processes in a general framework. Later in the program you can apply the general principles to work specific curriculum (i.e., goal setting steps can be applied to the development of an Individual Enrollee Plan).
- Task completion and time management; and
- Interpersonal relations skills and motivation.

Now the enrollee should have the communication and clarification skills needed to discuss and participate in:

- presentation on the local labor market, including a presentation on how to use occupational and vocational information.
- presentations on business and free enterprise, labor movement and the collective bargaining system, and labor-managment issues and practices.
- discussion of the relationship between school and work.

This component provides an opportunity to instill the "fundamentals" and lay the groundwork for the main program activities to build upon. The general communications, values clarification, motivation skills, etc. should be continually referred to throughout the program in more specific, work-related terms.

You may choose to present this orientation in one day or a couple of days, but it is essential that this material be presented within the first week of program operations.

Many VEDP program operators utilized business persons, labor persons and other "guest speakers" in the presentations. You are also encouraged to use films, field trips and other active exercises such as helping enrollees create their own union.

C. INDIVIDUAL ENROLLEE PLAN (IEP)

The Individual Enrollee Plan, sometimes called an Employability Development Plan (EDP) is designed to assist counselors in meeting the individual needs of enrollees. The IEP also serves as a self-assessment and goal setting tool for youth. This will help to maximize enrollee gains and facilitate each young person's transition from the

program to a status most conducive to his/her personal growth. The IEP will also serve as a valuable supplement to the main program activities by:

- functioning as a vehicle around which the "adjunct" services -- counseling, coping skills, educational enrichment, supportive services, and transitional activities -- are organized to help enrollees have a successful program experience and achieve their personal goals after leaving the program;
- providing an assessment process for placing participants within the parameters of the particular program model;
- allowing the youth to assess their own needs and strengths and develop short term goals for program participation.

The IEP is an analysis of each enrollee's skills, knowledge, education, experience, training, interests and abilities, as well as a statement of "career" goals and objectives. The IEP, combined with the main program activities and adjunct services will assist the youth in getting from where they are, to where they want to be.

While the counselor is the link to receiving the necessary activities and services, it is important that the IEP be completed by the youth, either in an individual or group setting with counselor guidance. This emphasis on self-development of the IEP, stresses the need for the Initial Exploration component to be structured to concentrate on those skills necessary to develop a strong IEP. For example, most young people who don't have "formal" or "traditional" work skills will usually leave that portion of the IEP (or job application) blank. The counselor should conduct discussions or exercises which reveal the "everyday" skills of the youth as they realize the various roles they play in life (i.e, sewing or artistic skills, management skills of supervising younger family members or grocery shopping).

The counselor should also assist the enrollee in setting realistic goals. It is suggested that the youth start with short term program-related goals and progress to long term goals for transition purposes. The tracking of goals and their achievement on the IEP will enable the counselor and the youth to see the progress that is being made, and continually revise the adjunct services necessary to support the youth in his/her pursuit of these goals.

The IEP should be reviewed and updated between enrollee and counselor on a regular basis so that incremental benchmarks are set and serve as achievement indicators. As the enrollee gains program experience, goals, time frames, adjunct services and barriers to achievement will change.

Program operators who choose to use tests, interest surveys or other assessment instruments and measures should keep the results of such instruments close at hand while working with an enrollee on the IEP. This will give the counselor better insight to the individual and enhance the assistance a counselor can offer. Intake forms, work history forms, etc., can also provide the counselor with valuable background information.

The IEP form in the "Samples" section was developed for use by VEDP operators. It is included as a sample, however, you are encouraged to develop a form that works best for your program. We recommend that enrollees be given a copy of their IEP, including the achievement map for their own reference. This will help enrollees feel ownership for its formulation and evolution, a sense of responsibility for its outcome, and pride in their successful achievement of its stated goals.

D. COUNSELING

Counseling in vocational exploration programs should take the form of intensive and skilled intervention in the program process for each enrollee. If possible, one counselor should be permanently assigned to a group of youth so that trust and rapport can develop between the enrollee and the counselor.

The primary functions of counseling are:

- to facilitate the cognitive, behavioral and transitional gains for enrollees;
- to assist enrollees in making career decisions through use of the IEP or similar mechanism;
- to assess enrollee performance and progress and thereby "trouble-shoot" barriers and problems which may impede such progess;
- to recommend and provide for supportive or adjunct services needed by enrollees to successfully complete the program;
- to provide personal counseling if personal problems are barriers to "successful" program participation and transition.

It is recommended that individual counseling sessions be held weekly to update the IEP and discuss enrollee progress. A weekly visit with the onsite supervisor, skills instructors and other "outside" personnel will provide counselors with a better understanding of the enrollee's progress and status within the program. Group counseling sessions should be conducted as needed and appropriate.

Because there are a number of successful techniques, approaches and methods of counseling, we do not recommend any specific counseling techniques.

E. EDUCATIONAL ENRICHMENT/ACADEMIC CREDIT

Vocational exploration programs are not designed to provide youth with basic or remedial education skills. However, providing enrollees with the opportunity to improve or upgrade educational skills should increase the chances for successful completion of the program and the achievement of IEP goals.

Therefore, educational enrichments such as GED assistance, basic and remedial education, English as a second language and other such services should be identified through the IEP process.

In order to provide these services you must identify appropriate public and private agencies and institutions that service the community such as local education agencies, junior, community and other colleges, alternative or tutoring schools, community based organizations and local labor councils.

Often the services can be obtained free of charge, or funds are made available through supportive services.

Since educational enrichment is an adjunct to vocational exploration activities, every effort should be made to provide such services during other than program time.

The counselor should record educational enrichment services provided for an enrollee as part of the IEP process.

Academic credit has been awarded to some VEDP enrollees for their participation in the program. Operators should make every effort to secure such credit by creating the appropriate linkages with the local education agencies.

F. SUPPORTIVE SERVICES

Supportive services such as health care, medical, dental and optometric services, residential support, assistance in securing bonds, social services, transportation, legal services, child care and purchase of special clothes and equipment should be budgeted for, and are allowable under CETA.

Provisions of supportive services to meet needs identified through the IEP process should increase chances for enrollees' successful participation in the program and achievement of the IEP goals. In all cases, cost free sources or in-kind contributions of supportive services should be sought. This involves identification of appropriate public and private agencies and community based organizations that provide the needed services, such as Vocational Rehabilitation, Department of Social Service and free clinics. Local motor vehicle dealers, transportation authorities and school systems may provide transportation assistance for minimal or nominal fees, or gratis.

It must be remembered that provision of supportive services is to be program-related and reasonable, with a determination to be made on an individual basis as to which actions are suitable responses to particular situations and circumstances, and which are not. The counselor should record supportive services provided for an enrollee as part of the IEP process.

G. TRANSITIONAL ACTIVITIES

Facilitating the transition of enrollees to a situation or status that best suits the needs of the individual is one of the three main purposes of vocational exploration. Transitional activities include not only job development and placement, but also assistance in securing other post program opportunities such as entering military service, a skills training or other employment program, higher education (or return to school and apprenticeship).

It is essential that transitional activities begin as soon as possible in the program (usually with the development of the IEP) and continue to be emphasized throughout all program activities. Enrollees should be made aware that vocational exploration is just one step in a process and this experience should help them to decide the most appropriate next step, as well as provide them with the skills and assistance needed to make that transition.

Counselors should be prepared to disseminate resource information on where to go and what you must do to enter any of these "next" steps. Many VEDP counselors have also accompanied enrollees to register for school or set up job interviews for them.

Remember, the key is to help move youth in a positive, forward direction once they leave the program.

V. ADMINISTRATION AND STAFFING

The key to a successful vocational exploration program is effective administration and a qualified, committed staff. The best program design will not result in a good program unless there is organization, talent and teamwork to implement it.

Program administration requires a plan for management information systems, organization of program staff and activities, monitoring and program policies/procedures.

Management Information Systems

Every program, particularly if it is CETA funded, requires paperwork. Administrative forms (time sheets, activity plans, budget expenditures, etc.), participant forms (time sheets, IEPs, certification of eligibility, etc.) and reports must be complete, accurate and maintained on file. The staff should be aware of forms and reports required by CETA or other funding sources, as well as those developed and required by the program. While the staff is responsible for supplying the information in many cases, the program director is responsible for the management of the information. The maintenance of such records is a clerical function.

- The flow of paper should be systematically planned to ensure efficiency.
- All files and records should be kept in a secure, safe place.
- Guidelines for forms and reporting procedures should be in writing and disseminated to all staff members.

Organization of Program Staff and Activities

The first step in organizing your program staff is developing detailed position descriptions that realistically reflect the duties and responsibilities of each position. Qualifications for hiring should be carefully thought out and should be relevant to the position description, the enrollee population to be served and the type of individuals you want to attract to that position. Researching other programs in your area will help you determine the basic elements of the position description and give you an idea of competitive salaries.

Once the staff is on board, it is essential that all staff members, including support staff are provided with a thorough orientation to the program. This orientation, at minimum should include:

- a description of the sponsoring or parent organization, if applicable.
- introduction to program staff and parent organization staff that they will interact with during the program.
- a written copy of the personnel policy including benefits, leave and grievance procedure.
- a written and verbal explanation of the program design (either a copy of the proposal to the funding agency or a summary).
- detailed discussion about roles and responsibilities, program activities and expected enrollee outcomes.

- a written copy of program guidelines, rules and procedures (staff handbook).

It is important to distribute much of this information in writing, but it is even more essential that time be set aside for the staff to discuss these items, brainstorm ideas and develop an implementation strategy that is comfortable for all. With the program purpose in place, the staff needs to explore, as a team: program philosophy, goals and objectives and implementation strategy specifics.

The discussion of these issues during staff orientation will familiarize staff with the overall purpose and design of the program and set the tone, in terms of staff interrelationships for the duration of the program. It is recommended that staff meetings be held weekly to discuss administrative and programmatic issues, and also to continue to build upon the team concept.

Organizing program activities requires thoughtful planning and staff cooperation. Ideally, goals and objectives for each program component should be developed to maximize effectiveness. In other words, model specific activities (Onsite, Simulated/Lab, ESD), field trips, speakers, films, classroom activities should all serve a specific purpose. If someone other than a program staff member is delivering information, they should also be made aware of the goals and objectives for that activity. (See reference to Learning Plan - Section III. A.).

Once the activities or components are decided upon, a schedule or calendar should be developed for each day of the program. The calendar should indicate the sequence, the specific activities, the amount of time each will take and who will deliver the activity. Try to sequence activities in a way that mixes active and passive environments. Experience has shown that enrollees enjoy active participation and may lose interest in activities which require many hours of traditional classroom instruction.

Also note special arrangements that are needed to accomplish each activity such as transportation, guest speakers, meeting space, equipment and materials. This will assist you in organizing the logistics of your daily program activities. If you are working with two or more groups of enrollees concurrently, multiple calendars may be necessary. Be sure that logistic arrangements don't conflict. Again, this takes planning. The coordination of special arrangements and resources should be assigned to one or two specific staff members (usually a clerical function).

All classroom curriculum materials should be selected and prepared for staff and/or enrollees well in advance of their use in the classroom. Staff or other deliverers should study the materials and discuss method of presentation as a group. This will help to ensure that all enrollees, regardless of their group assignments will receive the sample "message" from all information deliverers. Adequate planning and preparation for activities will minimize "down time" in your program and help to keep enrollees interested, motivated and actively involved.

Monitoring

The purpose of an internal monitoring system is to assure compliance with the program plan, guidelines and regulations pertaining to the program. Additionally, regular monitoring will help to identify progress and problem areas in need of resolution or modification. Minimum elements of an internal monitoring plan include:

- periodic (regular) and documented monitoring to ensure that required programmatic records are filled out properly and on file

- periodic and documented monitoring to ensure that the activities in the plan, whether they occur at your program facility or outside, are taking place (onsite, lab exposures especially!)

- periodic and documented monitoring to ensure that the procedures in the financial management system are being followed.

Monitoring activities should be performed by a staff member who does not perform the tasks or assignments being monitored. All monitoring activities should be conducted under the supervision of the program director.

Program Policies and Procedures

The development of program policies and procedures will depend a great deal on the policies and procedures passed down by your funding source and your parent or sponsoring organization. Program policies and procedures include management information systems, personnel policy, financial procedures, financial or non-financial contracts/agreements, internal monitoring system and the rules and regulations of the program. This information should be contained in a handbook or manual and distributed to all program staff.

Staffing

Staffing is one of the most crucial elements of a vocational exploration program. A qualified, dedicated staff will enhance the administration of the program, the delivery of activities and services to enrollees and the quality of overall program design and implementation.

The VEDP core staff consisted of a Project Director, an Administrative Assistant or Secretary, and one Counselor/Career Advisor for every 15-20 enrollees. Additional staff should be considered depending on your design, such as Skills Instructors, Community Liaison, and Curriculum Specialist. In addition, you should seek support and resources within your own or sponsoring organization to assist your core staff (i.e. bookkeeper).

The following pages contain some general position descriptions for the Project Director, Counselors/Career Advisors, Administrative Assistant, and Community Liaison. These sample descriptions will help you to structure your descriptions to meet the needs of your program.

PROJECT DIRECTOR

The Project Director is responsible for the overall management of the program. At minimum, the Project Director will:

- Supervise, monitor and evaluate staff.

- Design and develop program implementation strategies.

- Develop and supervise financial and programmatic reporting and record keeping systems and other administrative procedures necessary to comply with requirements of funding source.

- Develop and implement a marketing strategy for the community.

- Coordinte linkages and agreements with other agencies and coordinate community and private sector interest and participation in the program.
- Develop and supervise information systems to comply with program requirements.
- Develop and supervise an internal monitoring system to assure compliance w[illegible] guidelines.
- Conduct regularly scheduled staff meetings and facilitate staff development activities.

COUNSELOR/CAREER ADVISOR

The program Counselor/Career Advisor(s) should report directly to the Project Director. The primary responsibility of the counselors are to handle a designated caseload of enrollees and make provisions to carry out the services to enrollees identified in the program design under the direction of the Project Director. In addition Counselor/Career Advisor(s) may be called upon to:

- Assist the Project Director in formulating program design and implementation.
- Work closely with the Project Director in carrying out the operations procedures as set forth by funding source regulations.
- Plan, organize and deliver classroom presentations concerning various program components.
- Counsel participants weekly in vocational and personal endeavors; formulate Individual Enrollee Plan (IEP) at initial counseling meeting and assist participant in adherence to agreed-upon goals.
- Provide participants with supportive service information needed to meet vocational/personal goals; research community services as needed.
- Conduct specialized career counseling meetings and coordinate IEP goals with training goals and objectives; helping enrollees to identify strengths and problem areas.
- Establish and maintain accurate counseling records as required by the Project Director.
- Check and verify enrollee timesheets.
- Assist enrollees in transitioning from the program.
- Assist in marketing the program to the business community and involved community agencies.
- Assist in developing sites for exploration activities.
- Assist in setting up field trips, arranging for speakers, securing audio-visual resources, etc. for implementation of curriculum activities.

- Other duties as assigned.

ADMINISTRATIVE ASSISTANT

The Administrative Assistant will support all program staff in the following ways:

- Perform clerical duties associated with program management and operations.
- Maintain accurate program files and records.
- Assist staff in logistical planning of program activities.
- Assist staff in developing and maintaining linkages with participating employers and organizations.
- Other duties as assigned.

COMMUNITY LIAISON

The Community Liaison can focus on a number of different areas depending on your design, including, exploration site development, identification of resources and supportive services, transitioning youth out of the program and marketing the program within your community.

This staff person may be called upon to:

- Develop a list (ongoing) of participating employers, ensuring a mix of career areas.
- Assist in implementing a marketing strategy to make the community aware of the program and gain community support.
- Provide orientation and training workshops for private sector businesses participating in the program.
- Research and make available labor market information and career resource materials.
- Establish coordination and linkages with other service agencies and organizations for information and referral needs of enrollees.
- Coordinate efforts with Director and Counselor/Career Advisor(s).
- Other duties as assigned.

VI. STRATEGIES FOR IMPLEMENTATION

Familiarization with the purpose and various approaches to vocational exploration is only a small step toward implementation of a program or selected sets of vocational exploration activities. There are many decisions that must be made regarding implementation and different strategies that may be selected to best meet your organizational and programmatic needs.

PARTICIPANT OUTREACH AND RECRUITMENT

Prior to planning your strategy for outreach and recruitment of program participants, decisions must be made about the population you want to service. Vocational Exploration Programs in the past have served young people ages 16-21 who are:

- in-school
- out-of-school
- handicapped
- ex-offenders

While some programs "target" (a specific/special population), others have combined in- and out-of-school youth or mainstreamed special groups. Both of these strategies (targeting and combining) have been successful, however, the decision you make regarding participant characteristics is important as it relates to planning the program curriculum, identifying appropriate linkages with outside agencies for resources and services and planning your outreach and recruitment strategy.

The most common methods of outreach and recuritment of potential participants, regardless of special characteristics are:

- Newspaper Advertisements
- Posters and Bulletins
- Radio and T.V. Advertisements
- Notification to State Employment Service, CETA office and other youth employment agencies
- Word of Mouth

Obviously, it is key to hang your posters or print your advertisements where they will be seen by the people you wish to attract. Schools, youth organizations, local "hangouts" (resturants, recreation centers) can be helpful in your outreach and recruitment efforts by displaying posters and informing youth by word of mouth about your program. Youth employment agencies including community based organizations may assist by providing lists of applicants they have not been able to place.

The information provided through your outreach and recruitment efforts should be concise, appealing and informative. At minimum, the following should be included in the ads, posters or bulletins:

- Brief description of participant eligibility requirements
- Brief description of program
- Amount of wages or allowances
- Sponsoring organization, contact name, address and phone number
- How and where to apply
- Dates of program start and finish

Outreach and recruitment should begin well in advance of the program start date to ensure that you recruit the number of participants planned and complete the necessary paperwork. When CETA certification, entry testing, interviewing or other substantial paperwork is required, it is recommended that outreach and recruitment begin at least four (4) weeks prior to program start-up.

Planning for adequate staff and space for outreach and recruitment is another consideration. CETA offices and the Employment Service have donated their staff and office resources in some locations. Other program operators have utilized in-house personnel and space to conduct testing, interviews and application procedures. It is important that the location of such activities are accessible and conducive to the flow of applicants you can expect during recruitment.

ACTIVITY DESIGN

A major strategy decision that must be made early in the implementation planning is whether the vocational exploration activities will be conducted as a program (vocational exploration only) or as a set of activities to be combined with or supplement other types of program activities.

Both strategies involve exposure to a variety of jobs, occupations and careers through rotations, classrooms and/or field visits. The program approach encompasses the full range of activities described in one or more of the program models, plus the common elements, but does not train for a specific skill or job a selected set of activities can preceed OJT as a preparatory component, supplement skills training or other employment and training program models.

The recommended length of a full vocational exploration program is 8-10 weeks or 320 to 400 hours. The amount of time spent in vocational exploration activities as a part of another program model depends upon the goals and objectives developed for this component, as well as the total number of hours available.

Further, vocational exploration can be conducted as a summer program, or component of a summer program or as a year-round effort. Many program operators have found vocational exploration to be a viable alternative to traditional summer program activities, particularly when used as preparation for more focused training to follow during the year.

MODEL DESIGN

In Section III, four models were presented in general terms. The Vocational Exploration Demonstration Project is testing these models by assigning three (3) to four (4) program operators to each model type. All program operators are subject to the same operational, administrative and research guidelines under the demonstration, yet, while maintaining compliance with such guidelines, the program operators have developed different strategies for implementation that complement their own organizations, geographical areas and political and social environments. The models are listed separately, below, with some of the alternative implementation strategies used in the demonstration.

Onsite Exposure

In selecting participating employers to serve as exposure sites, your strategical options are:

a) to develop sites that can accommodate rotation within the company (various departments), and/or develop sites which are smaller so you can rotate participants among them.

b) to assess the interests/aptitudes of participants so that you can match them with appropriate sites, or standardize the rotations, regardless of interest/aptitude so that all participants receive the same exposure. A third option is to standardize the rotations in the first part of the program (general exposure) and customize the exposures later (specific exposure) when the participants have more information on which they can make decisions.

c) to develop sites which are very diverse, thereby providing the broadest possible exposure, or develop sites which are in a particular career or job cluster which may be the focus of future job opportunities in your area.

d) to provide employability skills components prior to site assignments as preparation with some time reserved at the back end of the program wrap-up and/or reserving one day (or less) per week during site rotations for employability skills activities.

Simulated/Lab Exposure

In setting up simulated or laboratory exposures to various jobs and occupations, your strategical options are:

a) to use/coordinate with vocational technical schools, skill training centers (run by CETA or unions) or industries with training facilities. The ability to create these linkages will depend upon your local resources. This approach may be somewhat inflexible in terms of number of exposures, types of exposures, and amount of time spent in labs as this will be negotiated with the school, center or company and subject to the availability of classrooms, materials and equipment and instructors. The cost of the use of such facilities and instructors as well as the negotiable items mentioned above, should be formally accepted by both parties in a contract.

b) to set up a simulated or lab environment at your program site. This requires sufficient space, equipment and materials and qualified instructors. If these can not be donated or loaned, the cost of rental or purchase can be prohibitive. As with any vocational exploration activity, the labs should provide enough diversity for exploration.

c) to organize a "mobile" laboratory. This approach involves visiting employers for a hands-on experience, or having the employer visit the program with small, portable pieces of equipment. While this option is a money-saver, it requires logistical planning and a thorough briefing for employers to act as instructors.

Employability Skills Development

In developing an employability skills development curriculum which allows youth to explore various jobs and careers, your strategical options are:

a) to use a commercially developed packaged curriculum (there are quite a few on the market), develop your own or a combination of the two. While commercial packages may save you research and development time, they may not meet all your local needs. A curriculum developed in-house requires a great deal of time, expertise and planning. Before choosing your curriculum source, it is necessary to have a program design in place which details the topical areas you want to cover. The curriculum should not be determined by the packages available, rather, the curriculum should be the vehicle through which your plan can be implemented.

b) to individualize or standardize your curriculum... or plan for a little of each. The Employability Skills Development activities can be designed as group or individual activities. The advantage is that the learning takes place mostly between enrollee and counselor. The pressures of employers or instructors are not present. Some VEDP sites have incorporated "Individual Career Exploration" activities into their otherwise group-oriented curriculum. This allows youth to collect occupational information on occupations of their interest from the community. The possibilities for individualized work is limitless, but requires careful planning and close supervision.

c) to conduct activities in a traditional or innovative style. The traditional classroom approach to employability skills development is fairly straight-forward. The curriculum is delivered in a classroom setting with some role-playing, written exercises and discussion. The alternative is to use your imagination, creativity and innovative ideas. Using the community as a classroom and resource holds endless possibilities. Aside from the physical learning environment, the curriculum materials may also be traditional or innovative, active or passive. Maintaining youth's interest and motivation, while also presenting the necessary information may require a balance of convention and innovation.

Combined Exposure

In combining activities from two or more vocational exploration models, your strategical options are:

a) to alternate activities week by week. For example, you may devote the first week to Employability Skills Development in order to prepare enrollees for the next couple of weeks in Onsite Exposure or Simulated/Lab Exposure. Then, to "debrief" the enrollees the last few weeks would again be reserved for ESD. Some programs also reserve one day a week for ESD while youth are onsite or in labs as a continuous support mechanism.

b) to mix activities within a week or days. An example is: the mornings might be spent in ESD and afternoons spent in another program activity. The key is careful logistical planning!

c) to split activities of two or model types, starting the first part of the program with one model approach and changing to another midway.

In all the above options for Combined Exposure, the percentage of time you spend on activities from any model type should be determined by your local needs, objectives and goals. The availability of resources will also impact the scheduling of multi-modal activities.

VOCATIONAL EXPLORATION DEMONSTRATION PROJECT

FACT SHEET

WHO:

The Vocational Exploration Demonstration Project (VEDP) is sponsored by Urban Youth Action, Inc., the National Alliance of Business, the Human Resources Development Institute, AFL-CIO.

WHAT:

VEDP is an employment program for economically disadvantaged youth who reside in the City of Pittsburgh. Companies are asked to provide sites and supervision for the youth; Urban Youth Action has federal funds to pay the youth the minimum wage $3.35 an hour. Upon placement at the worksite, the youth are to receive an orientation to the particular company. The companies are required to keep attendance sheets on the youth and to evaluate their job performance.

WORKSITE PLACEMENTS SHALL CONSIST OF:

1. Practical hands-on experience - youth learn to perform specified tasks.

2. Worker shadowing - youth observe duties and responsibilities of regular employees.

3. Job/task observation - youth learn the characteristics, functional aspects, and operating conditions of different types of work.

4. Worksite rotation - the youth moves through various departments or assignments in the company to get the broadest possible exposure.

VEDP HAS TWO COMPONENTS:

I. In-School - provides employment and career counseling to high school juniors and seniors.

Age	16 as long as in school
Length of Program	27 weeks (fall program)
	10 weeks (summer program)
Amount of Work	10 - 20 hours per week
Amount of Counseling	2 hours per week
Start Date	November 24, 1980
Number of Slots	50 - 65 - fall component
	40 - 45 - summer component

II. Out-of-School - provides employment and career counseling to high school graduates and high school drop-outs.

Age	18 - 21
Length of Program	10 weeks, 4 components
Amount of Work	4 days per week, 8 hours per day
Amount of Counseling	5 hours per week
Start Date	November 24, 1980
Number of Slots	20 - 25 (1st three components)
	40 - 45 (summer components)

SAMPLE
(MONTANA)

The basic purpose of the Vocational Exploration Demonstration Project (VEDP) is to provide youth with realistic knowledge, skills and experience that will enable and motivate them to set and achieve personal career goals.

Montana is one of 14 sites that has been chosen by the Department of Labor to participate in the VEDP program. There are four Montana sites — Helena and Butte, which service out-of-school youth; and Missoula and Great Falls, which service in-school youth. The VEDP program is designed for economically disadvantaged high school students, graduates and dropouts between the ages of 16 and 21. The Montana program, sponsored primarily

by the Montana AFL-CIO, gives qualified youth access to vocational classes, job information, and jobsite exposure through observation. Jobsite exposure involves occupational and career exploration through actual placement at a private sector employer's place of business.

Classroom instruction includes units such as communication skills, self-assessment, decision making, problem solving, goal setting, labor history, job finding, job getting, and job keeping.

The youth are paid the minimum wage of $3.35 per hour during the time spent in the program. No taxes are taken from this "enrollee allowance."

The actual schedule for the program is as follows:

20% of concentrated in-class study on employability skills and 80% on jobsite experience. The youth are responsible for choosing and finding 4 jobsites.

It is hoped that by the time the youths enter the workforce, they will have better and more realistic goals for what they want to do, as well as having skills that make them more employable.

SAMPLE
(HAVERHILL)

VEDP PROGRAM DESCRIPTION

Due to last year's great success, Haverhill Community Action, Inc. has been selected as one of the nation's fourteen sites in which the Vocational Exploration Demonstration Project (VEDP) will function.

Community Action, Inc. (CAC) is an agency designed to encourage and promote improvement of community life, with special emphasis on, but not limited to, the initiation of programs in education, social services, (youth) employment, and related fields.

VEDP is an educational and motivational experience which enables persons to learn about the "working world" and become acquainted with various and sundry career occupations. Last year over 100 job sites were developed for 185 young adults (16-21).

Components of the VEDP program include Out-of School, working 40 hours a week; and In-School participants, working 10 hours a week. In the summer, the program will accomodate a mixture of the two groups.

A classroom component will be included to link the knowledge gained during simulation, with general knowledge and information about the world of work. Areas covered will entail: Job finding, acquisition, keeping, and transition from subsidized employment. Field trips, tours, films, speakers, panel discussions, and seminars will also be included.

Each participant will be allowed three career choices. Once they have made their decision, they will sit down with a counselor and discuss their career choices. Career choices will be selected according to the available job market and how realistic their own career goals are in regards to their proven potential.

Particulars of the Program

400 hours of classroom training and on-the-job exposure will be combined to earn a certificate of Benchmark.

6 Week Program - 3 two week cycles

Cycle one/first career choice -	1 week Job Shadowing*
	1 week Hands-On Training**
Cycle two/second career choice	1 week Job Shadowing
	1 week Hands-On Training
Cycle three/third career choice	1 week Job Shadowing
	1 week Hands-On Training

* "Job Shadowing": describes the act of a VEDP participant observing a regular full time employee performing specific tasks related to the position.

** "Hands-On Training": describes on-the-job work experience the VEDP participant will receive, while being supervised by a full time employee. The work performed by the participant is actually the work they job shadowed.

Employers responsibilities to the program:

Provide Job Shadowing and Hands-On experience.
Sign time sheets and "work agreement".
Provide the proper supervision for the participant to learn a skill, in order to attain unsubsidized employment.

In order to best measure the performance standards of VEDP participants, a Benchmark assessment system will be used. On successful completion of the program, a participant will be awarded a documented certificate of achievement. The certificate is broken down into 9 categories in which a participant can receive a Benchmark: 2 categories on finding a job, 1 category on the acquisition of a job, 4 categories on keeping a job, and 2 categories on transitioning skills. The highest certificate of achievement would be 9 Benchmarks, but a certificate would be awarded for the achievement of one. This certificate can be effectively used to measure the participants competencies, relevant to those four categories, and also in the future attainment of employment.

VOCATIONAL EXPLORATION

EMPLOYER CONTACT RECORD

Company/Organization Address	Contact/ Phone	# Of Youth	Types of Exposures	Date	Comments

VOCATIONAL EXPLORATION

WORKSITE AGREEMENT

CHECKLIST

- ☐ Responsibility for supervision onsite
- ☐ Accountability for enrollee time & attendance
- ☐ Number and types of exposures to jobs & careers
- ☐ Rotation schedule between/among departments
- ☐ Adherence to CETA regulations/prohibitions
- ☐ Number of enrollees
- ☐ Enrollee hours (include release time from site if classroom sessions are planned)
- ☐ Dates and length of employer participation
- ☐ Specification of enrollee activities (shadowing, observation, hands-on)
- ☐ Learning Plan (optional - may be developed separate from this agreement)
- ☐ Insurance provided by the program
- ☐ Enrollee termination procedures
- ☐ Termination of Agreement clause
- ☐ Signatures of worksite and program representative

VOCATIONAL EXPLORATION

WORKSITE AGREEMENT

The undersigned employer assures (name of organization or program) that while serving as a worksite employer for the (name of Program) it will:

(1) Provide or make provision for adequate supervision of each participant.
(2) Provide or make provision for adequate accountability for participants' time and attendance.
(3) Provide or make provisions that each participant is exposed to various careers in your company or organization. (specify)
(4) Adhere to the rules and regulations of the program to the extent applicable. (attach rules and regulations)

(Program Name) in turn agree to assume the following responsibilities:

(1) Workmen's Compensation.
(2) Medical Expenses.
(3) Minimum Wage of $3.35 an hour.
(4) Monitor the students progress while they are at the worksite.
(5) The worksite shall have the authorization to terminate a student. (optional)

The estimated number of VEDP participants at this worksite is: _____.

The agreed upon number of rotations are: _____ in the following departments: _____.

The time period in which you will be involved in the VEDP program is from: _____, 19__ to _____, 19__.

_____
Employer Signature

_____
Supervisor Signature

_____
Program Representative

_____
Date

SAMPLE
(HAVERHILL)

WORKSITE AGREEMENT

VOCATIONAL EXPLORATION DEMONSTRATION PROJECT

I. WORKSITE DESCRIPTION

Company: _____ Department: _____

Address: _____ Job Title: _____

_____

Telephone: _____

II. JOB DESCRIPTION

1. Duties and Responsibilities: _____

_____

_____

2. Safety Standards: _____

_____

_____

III. CONDITIONS

1. The worksite agrees to provide the undersigned enrollee with ( ) hours of job shadowing*, of a full time employee performing the specific task described above. The period of job shadowing will be followed by ( ) hours of hands-on* experience, at the above mentioned task.

   *Definitions

   A. Job Shadowing: The term "job-shadowing" means the act of an enrollee observing a regular full-time employee performing the specific task described in Section II, of the Worksite Agreement.

   B. "Hands-On" Experience: The term "hands-on", describes the phase of work experience during which the enrollee will be supervised by an employee, trained in the skills the enrollee is using as they actually participate at the task observed during the job shadowing phase.

2. The undersigned V.E.D.P. enrollee is covered through Community Action, Inc., by the United States Fidelity and Guaranty Company, to the full extent required by Massachusetts Workmen's Compensation and Occupational Disease Law. The Company herein named, is exempted from the responsibility of employer's Liability Policy (1-07-3900-550079)

for all sums which the insured shall become legally obligated to pay as damages because of bodily injury by accident or disease, including death at any time resulting from causes included, in said policy.

3. A job in which "hands-on" experience occurs without stand-back or other supervision, should have an entry level which requires at least one week of training or on the job experience, before the individual becomes productive at that job.

4. Supervision for enrollees will be commensurate with maximum development of entry level skills.

5. The undersigned enrollee will not be placed in a "hands-on" experience position which required skills the enrollee has previously mastered and successfully demonstrated in an unsubsidized situation.

6. No more than two V.E.D.P. enrollees shall receive "job shadowing" and/or "hands-on" training in the same work area or work crew without an equal number of full-time employees on the job at all times.

7. V.E.D.P. enrollees shall not exceed 20% of the full-time work force of the company named herein.

8. The undersigned enrollee will be informed of all applicable safety standards to be followed and safety equipment to be used in accordance with company regulations and the Department of Labor, and shall be fully integrated with company personnel policies and regulations.

9. Release time for the undersigned enrollee should be allowed for counseling, educational training and other related activities.

10. The undersigned enrollee will not be terminated from a worksite without first notifying the assigned counselor.

11. The undersigned enrollee will not be discriminated against on the basis of race, creed, color, sex, or national origin.

IV. MAINTENANCE OF EFFORT PROVISIONS

The Company herein named is subject to the regulation of maintenance of effort provisions, as set forth by the Department of Labor. An on-site exposure occupational program:

A. Will not result in the displacement of currently employed workers, including partial displacement, such as reduction in hours of non-overtime work, wages or employment benefits, or prevent the hiring of new workers.

B. Will not substitute opportunities under the program for existing Federally assisted jobs.

C. Will not place in any vocational exploration opportunity, any youth when any person is on lay-off by the employer from the same or any substantially equivalent job in the same area.

D. Will not have any undergoing exploration in any position when the same or any substantially equivalent position is vacant due to a hiring freeze.

E. Will not assign youth to vocational exploration opportunities which are the subject of a local labor dispute involving a work stoppage.

F. Will not impair existing contracts for services or result in the substitution of Federal Funds or other Funds in connection with work that would otherwise be performed, including services normally provided by temporary, part-time or seasonal workers, or through contracting such services out.

G. Will not infringe upon the chances for promotion, which would otherwise be available to persons currently employed in public service not subsidized under C.E.T.A.

H. Will not permit on-site exposure placement opportunity to occur in other than an entry level position in each promotional line, until applicable collective bargaining agreements have been complied with.

I. Will not allow job restructuring to occur or new job classifications to be developed, in order to provide progressive vocational exploration slots, where these actions would negate established personnel procedures, interfere with collective bargaining, or displace currently employed workers.

I, the undersigned, do hereby declare that I have read, and do fully understand the terms of this agreement.

Supervisor: _____ Date: _____

Enrollee: _____ Date: _____

Employment Advisor: _____ Date: _____

LEARNING PLAN FOR: _____
e.g., Name of Company, Employer/Supervisor

OBJECTIVES:

1.

2.

3.

CONTENT TO BE COVERED:

IMPLEMENTATION STRATEGY:

Onsite Exposure Example: Rotate to the following departments... and attend department staff meetings. Sampling with the following tools should take place:

_____

_____

SPECIAL INSTRUCTIONS:

LENGTH OF TIME:

MATERIALS OR SPECIAL EQUIPMENT NEEDED:

VOCATIONAL EXPLORATION DEMONSTRATION PROJECT

339 BOULEVARD OF THE ALLIES
PITTSBURGH, PA 15222

LEARNING PLAN FOR: St. Francis Hospital - Pharmacy Dept.

OBJECTIVES:

1. Inventory
2. Pre-Packaging
3. Checking Prescriptions

CONTENT TO BE COVERED:

Observing and participating (with limited hands-on) in the Pharmacy Department. What does it take to become a Pharmacist?

IMPLEMENTATION STRATEGY:

"A" Example: Rotate to the following departments...and attend department staff meetings. Sampling with the following tools should take place: rotating into different departments and receiving instructions from the supervisor.

SPECIAL INSTRUCTIONS:

Enrollee will not be allowed to fill prescriptions.

LENGTH OF TIME:

Three weeks in the inventory department, three weeks in the packaging department and four weeks in the file room. (This slot is for an out-of-school enrollee.)

MATERIALS OR SPECIAL EQUIPMENT NEEDED:

The enrollee will need a smock.

SAMPLE
(NEW ORLEANS)

SPECIFIC WORKSITE CURRICULUM

Delgado College (VEDP Contractor) and _____ both agree that the curriculum indicated on this form was developed in consultation with a company/organizational representative; and said company/organization further agrees to conduct sessions and experiences with enrollee(s) relative to ACTIVITIES, LEARNING OBJECTIVES and EMPLOYER EXPECTATIONS.

I. ACTIVITIES:

II. LEARNING OBJECTIVES/GOALS:

III. EMPLOYER EXPECTATIONS:

VOCATIONAL EXPLORATION

LEARNING PLAN

Name of Business _____

Name of Supervisor _____

Address _____

Phone Number _____ Date Beginning _____ Date Ending _____

Enrollee Learning Goals:

_____

_____

_____

_____

_____

Rotation Dates	Occupations to be Explored
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Counselor Expectations of Supervisor:

- provide enrollees with information about occupations explored
- answer any questions the enrollee may ask
- to provide the enrollee with a meaningful learning experience by allowing the enrollee to shadow a worker and/or participate in "limited hands-on" activities
- allowing enrollee to sit in on instruction sessions (if any given)

The counselor will assist the enrollee and supervisor in every practical manner possible to successfully complete the worksite activities.

Supervisor Comments:

_____

_____

_____

_____

_____

_____

_____

Supervisor Recommendations:

_____

_____

_____

_____

_____

_____ _____

Enrollee Signature Date

_____ _____

Supervisor Signature Date

_____ _____

Counselor Signature Date

ANAFCO ACE VEDP

Enrollees' Policies and Procedures

Attendance

A. Each enrollee is expected to be present regularly and on time.

B. Any absences in excess of three (3) consecutive days due to illness must be supported with a doctor's statement.

C. Enrollees who will be absent are expected to advise the work site or counselor. Except in extreme emergencies, notification should occur no later than enrollee's starting time. The counselor will determine whether the reason for the absence is valid or invalid.

D. Under no circumstances will an enrollee be paid for any absence whether the reason is valid or invalid.

1. Valid (optional)

(a) Death in the immediate family

(b) Illness (with doctor's statement)

(c) Health emergencies (doctor's statement)

(d) Childcare

(e) AFDC appointments

(f) Probation officer appointment

2. Invalid

(a) Overslept

(b) Car trouble

(c) No transportation money

(e) Doctor's appointment (without advance notice)

A total of five (5) unexcused absences means termination.

E. Enrollees absent three (3) consecutive days without notification will be terminated.

Lateness

A. Enrollees who are unable to report to their work/training site at the appointed time should advise the site by telephone. Except in cases of extreme emergency, notification should occur no later than the enrollee's scheduled starting time.

B. If an enrollee is more than 5 minutes late his/her pay will be reduced at the rate of one-half hour for each hour or portion thereof in excess of 10 minutes absence.

Interruption of Class Time

A. Any enrollee wishing to leave the VEDP site before it is dismissed for the day must have a valid reason and must advise both the counselor and instructor/supervisor in advance. Otherwise, early departure will be considered unauthorized.

B. Enrollees with scheduled appointments must notify the instructor/supervisor and the counselor in advance, before class for the day. If possible, appointments should be scheduled after work/class or on Saturday.

Miscellaneous

A. All full time enrollees will receive 45 minutes for lunch unless otherwise instructed by staff.

B. There will be no lunch period allowed for part-time enrollees. These enrollees will be notified of break time by instructor.

C. No personal phone calls will be allowed on company's office phones. Calls that are allowed may not exceed three (3) minutes. Enrollees will be called from class only for emergencies.

D. ANAFCO will observe all legal National and local holidays. Enrollees will only be paid for holidays if they are present the day before and the day following the holiday.

E. Appropriate dress code will be strictly enforced. All enrollees must be "fully" dressed when reporting to work. (i.e., shirt, pants, dress, etc., neat, clean).

Examples of inappropriate dress:

short pants
Tank tops
See-thru tops
Tennis shoes (during tours)
Halter tops
Hats (on head)
Sunglasses
Braids, cornrows, or plaits (male enrollees)

ALL ENROLLEES ARE EXPECTED TO ADHERE TO THIS DRESS CODE WHILE THEY ARE IN THE PROGRAM.

F. Food may only be eaten in designated areas. No food or drink may be consumed during class.

VOCATIONAL EXPLORATION DEMONSTRATION PROJECT

RULES AND REGULATIONS

1. The hours of work are 9:00 a.m. to 6:00 p.m. for the Out-of-School enrollees and 2:00 p.m. to 6:00 p.m. for the In-School.

2. You are expected to dress and to act in accordance with the standards established by the PIC and the job site.

3. If you are absent due to illness, personal business or because of an emergency, you must call the PIC office that day between 9:00 a.m. to 9:30 a.m. and your job site, immediately.

4. You will not be paid for any day on which you are absent, that includes absences due to illness, personal business and emergency.

5. If you are absent for 5 days or 40 hours, within the first 5 weeks or 200 hours, of the program, you will be terminated from the program.

6. You will be paid for any holiday observed by the PIC, if you are present the day before and the day after the holiday.

7. On any day that your job site is closed and the PIC is open, you must report to the PIC.

8. If you are late three times in one week, you will be required to see your counselor. If you continue to be late, you may be terminated.

9. Any changing or forging of time sheets will be cause for termination from the program.

10. In order to be paid on time, you must submit your time sheet to your counselor at the time and the place established by the counselor.

11. Unruly, uncooperative and disruptive behavior at the PIC or any program-related site is cause for termination from the program.

VOCATIONAL EXPLORATION

WORKSITE SUPERVISOR ORIENTATION

CHECKLIST

- ☐ Description of all program activities, goals & objectives
- ☐ Review elements of Worksite Agreement
- ☐ Responsibility for enrollee time sheets (how to complete, where to submit, when to submit, appropriate signatures)
- ☐ Paycheck procedures
- ☐ Responsibility to inform enrollees of worksite rules & policies, including breaks, dress code, etc.
- ☐ Program monitoring of worksite (who will visit, how often)
- ☐ Evaluation of enrollees, supervisors, worksite (if applicable)
- ☐ Procedure for handling supervisor or enrollee complaints/ grievances
- ☐ Signature of supervisor and program representative (optional, if put in writing)

SAMPLE
(PITTSBURGH)

VEDP FACT SHEET

WORKSITE SUPERVISOR

TIME

Please be aware of the new procedure in documenting student time sheets.

1. In-school students are allowed to work eighteen (18) hours a week of their Type "A" Activity time. Monday's Core "C" Curriculum is considered two (2) hours toward a student's twenty hour maximum hours a week.

2. When a student is absent or leaves the worksite before completing their regular hours, time sheets should show this activity (see attached copy). All blanks should be filled in to show the week's activity.

3. Students' time sheets are to be signed by the worksite supervisor to verify the correct time.

4. The student is responsible for turning in their time sheets to the Administrative Assistant at the end of each week.

5. Students do not get paid for overtime.

6. Students are not permitted to pick up checks during their regular working hours.

7. Students are not able to make up time, unless under extreme cases (doctor's appointment, school field trips, etc.). The students' coordinator will verify the absence or tardiness.

TRANSFER

If a student is not working out satisfactorily at a worksite and you feel it cannot be worked out, the student can and will be transferred upon request of the worksite supervisor or student.

WORKSITE POLICIES

Students are required to follow all policies and procedures of the worksite, including dress code, proving they have been made aware of such rules.

WORKSITE VISITATION

The Project Coordinator will make checks at the worksite periodically to visit the student and the worksite supervisor. This is the time when all complaints, if any, should be aired to settle any disputes before they become unmanageable. We encourage you to call our office at the first sign of any violation.

EVALUATIONS

1. Student evaluations on work performance will be required after each department rotation assignment.

2. Worksite supervisors will be encouraged to participate in the benchmarking process this year.

IF YOU HAVE ANY QUESTIONS, CALL US AT 261-3570.

VOCATIONAL EXPLORATION

WORKSITE SUPERVISOR

FACT SHEET
FOR

_____
(Name of Program)

Program Contact: _____

Phone: _____

Attendance and Time Sheet Procedures:

Policy for Transferral of Enrollees to another Worksite:

Worksite Policies Enrollees must Follow:

Worksite Visit Schedule of Program Staff:

Evaluation of Enrollee Performance:

VOCATIONAL EXPLORATION

ENROLLEE - PROGRAM AGREEMENT

CHECKLIST

- ☐ Rate of pay (note any non-paid time)
- ☐ Program hours
- ☐ Dates/duration of program
- ☐ Time sheets & payday procedures
- ☐ Attendance rules (absences & tardiness)
- ☐ Dress code (if applicable)
- ☐ Policy on visiting friends or children
- ☐ Termination policy
- ☐ Insurance coverage
- ☐ Signature of enrollee and program representative

SAMPLE
(MONTANA)

VOCATIONAL EXPLORATION DEMONSTRATION PROJECT

ENROLLEE CONDUCT CODE

NAME: _____ DATE: _____

The following is a list of guidelines which must be adhered to in order for you to successfully complete the program. These are several facts that you should be aware of:

1. You will be paid at the rate of minimum wage, which is $3.35 per hour.

2. The duration of the program is 400 hours.

3. Your counselor's name is _____.

4. Paychecks will be distributed on Monday of every other week.

5. Request for allowances and time sheets must be signed and submitted on the designated day in order to be paid the following week.

6. You will be paid only for the hours that you attend. Any hours missed will be deducated from your paycheck. Lunch is not a paid activity.

7. Each person is required to participate eight hours per day, Monday through Friday.

8. You are considered an active enrollee of VEDP. You are not considered an employee of the worksite.

9. Each person must participate in all scheduled VEDP activities.

10. If for any reason you cannot report to work or must leave work early, you must notify your advisor and immediate supervisor prior to the time you are required to report, otherwise it will be considered an unexcused absence.

11. Education and training activities are planned for all VEDP enrollees. Once you have been assigned an educational or training activity, you must attend during the designated hours. GED is not a paid activity.

12. Schedule doctor, dentist, and probation appointments outside of work hours.

13. Inform your counselor of any change in your address or telephone number.

14. If a worksite observes a holiday, you will observe that holiday. In order to be paid, you must work the day before and the day after (i.e., if a holiday falls on a Monday, you must work the Friday before and the Tuesday after).

15. Leaving a worksite without justification and notification to worksite supervisor and counselor will be cause for termination, or will be considered an unexcused absence.

16. No drugs, alcohol, or profanity will be tolerated. Termination will result from these actions.

17. No sexist language will be tolerated.

18. Smoking is not permitted during guest speaker lectures.

19. When classroom is used, all cans, wrappers, ashtrays, and other litter will be discarded and the room MUST be left clean.

20. Enrollees are covered by Workers' Compensation for injury incurred while on the job. Enrollees must notify the immediate supervisor and assigned advisor immediately after the injury occurs. An accident report must be filed within 24 hours for the enrollee to be covered by Workers' Compensation.

21. If an enrollee is terminated for any reason, prior to the original termination date, a grievance may be filed.

22. Any comments/recommendations/questions are welcomed at any time.

23. In-School enrollees must attend school in order to be paid for the day's activities.

24. Attendance:

    Two unexcused absences (any absence that is not related to supportive or educational enrichment services, or special circumstances where permission is granted by the counselor)

    Five excused absences due to illness will result in termination.

25. Late arrival to class or worksite will be deducted from your pay in the following manner:

15 minutes late	1/2 hour deducted
1/2 hour late	1 hour deducted

1 hour late	2 hours deducted
2 or more hours late	1 unexcused absence

If this signed conduct code is not adhered to at all times, 1) a written warning will be issued and; 2) If behavior continues, termination from the program will result.

I have read the above and understand what is expected of me as an enrollee of VEDP. If at any time I do not adhere to the above rules, I will be subject to probation and/or termination.

_____
ENROLLEE SIGNATURE

_____
EMPLOYMENT ADVISOR SIGNATURE

SAMPLE
(HAVERHILL)

ENROLLEE CONDUCT CODE

NAME: _____ DATE: _____

The following is a list of guidelines which must be adhered to in order for you to successfully complete the program. These are several facts that you should be aware of:

1. You will be paid at the rate of minimum wage.
2. The duration of the program is 400 hours.
3. Your Employment Advisor's name is _____.
4. Paychecks will be distributed Friday, at the end of the day.
5. Request for allowances and time sheets must be signed and submitted on the designated day in order to be paid the following week.
6. You will be paid only for the hours that you attend. Any hours missed will be deducted from your paycheck. Lunch is not a paid activity.
7. Each person is required to participate a designated number of hours per day, Monday through Friday.
8. You are considered an active enrollee of VEDP. You are not considered an employee of the worksite.
9. Each person must participate in all scheduled activities (i.e., counseling, field trips, etc.).
10. If for any reason, you cannot report to work, or must leave work early, you must notify your advisor and immediate supervisor prior to the time you are required to report.
11. Education and training activities are planned for all VEDP enrollees. Once you have been assigned an educational or training activity, you must attend during the designated hours. GED is not a paid activity.
12. Schedule doctor, dentist, and probation appointments outside of work hours.
13. Inform advisor of any change in address or phone number.
14. If a worksite observes a holiday, you will observe that holiday. In order to be paid, you must work the day before and the day after (i.e., if a holiday falls on a Monday, you must work the Friday before and the Tuesday after).
15. Abuse of absenteeism will be cause to be placed on probationary status. Continued abuse will be cause for termination from the program.
16. Tardiness will not be tolerated.
17. Leaving a worksite without justification will be cause for suspension or termination.

18. No children, friends, or animals will be allowed.

19. No drugs, alcohol, or profanity will be tolerated. Suspension or termination will result from these actions.

20. You will be assigned a specific advisor, but you must adhere to any advisor or staffperson present.

21. Enrollees are covered by Workmen's Compensation for injury incurred while on the job. Enrollees must notify the immediate supervisor and assigned advisor immediately after the injury occurs. An accident report must be filed within 24 hours for the enrollee to be covered by Workmen's Compensation.

22. If an enrollee is terminated for any reason, prior to the original termination date, a grievance may be filed.

23. Proper behavior, hygiene and acceptable dress is expected at all times.

24. Any comments/recommendations/questions are welcome at any time.

25. In school enrollees must attend school in order to be paid for the day's activities.

I have read the above, and understand what is expected of me as an enrollee of the Vocational Exploration Demonstration Project. If at any time, I do not adhere to this conduct code, I will be subject to probation, suspension or termination.

_____

Enrollee's Signature

_____

Employment Advisor Signature

TERMINATION POLICY

If the signed conduct code is not adhered to at all times, 1) a written warning will be issued, 2) a two week probationary letter will be issued, and 3) suspension or termination from the program will result.

I have read the above and understand what is expected of me as an enrollee of VEDP. If at any time, I do not adhere to the above rules, I will be subject to probation, suspension, or termination.

_____

ENROLLEE SIGNATURE

CETA REGULATIONS RE: ONSITE EXPOSURE

The Comprehensive Employement and Training Act (CETA) rules and regulations prohibit work experience in the private sector. The regulations state that no participating private sector firm can augment its economic position and productivity directly through the activities of vocational exploration program participants. Whenever onsite exposure opportunities are located with a private for profit employer, "youth will not be involved in work experience or any other activity that contributes, or could be expected to contribute, to additional sales or profit or otherwise results in the subsidization of wages, of a private-for-profit organization."*

Therefore, youth will not:

- replace regular full-time employees in their usual tasks, thereby enabling these workers to perform additional duties.
- function as "extra employees" by performing the tasks of regular fulltime employees or, by their unique skills, allowing the company to move in "new" directions.
- enable the private sector organization to turn out more goods, services and products than it normally does with its own, usual complement of regular full-time employees.

Maintenance of effort provisions will be in effect for all onsite exposure activities. An onsite exposure vocational exploration program:

- will not result in the displacement of currently employed workers, including partial displacement, such as reduction in hours of nonovertime work, wages or employment benefits, or prevent the hiring of new workers.
- will not substitute opportunities under the program for existing federally assisted jobs.
- will not substitute opportunities under the program for existing federally assisted jobs.
- will not place a youth in any vocational exploration opportunity when any person is on layoff by the employer from the same or any substantially equivalent job in the same area.
- will not have any participant undergoing exploration in any position when the same or any substantially equivalent position is vacant due to a hiring freeze.
- will not assign youth to vocational exploration opportunities which are the subject of a labor dispute involving a work stoppage.
- will not be used to put an enrollee in an onsite exposure situation which was created by laying off or terminating the employment of any regular employee, or otherwise reducing the regular work force, in anticipation of filling openings by using youth to be supported under the program.

- will not impair existing contracts for services or result in the substitution of Federal funds for other funds in connection with work that would otherwise be performed, including services normally provided by temporary, part-time or seasonal workers, or through contracting such services out.

- will not infringe upon the chances for promotion which would otherwise be available to persons currently employed in public service to subsidized under CETA.

- will not permit an onsite exposure placement opportunity to occur in other than an entry level position in each promotional line until applicable collective bargaining agreements have been complied with.

- will not allow job restructuring to occur or new job classifications to be developed, in order to provide progressive vocational exploration slots, where these actions would negate established personnel procedures, interfere with collective bargaining agreements, or displace currently employed workers.

ATTACHMENT I

SAMPLE

VOCATIONAL EXPLORATION

LABOR CONCURRENCE LETTER

(Date)

Mr. Michael M. Arnold
Executive Director
AFL-CIO Human Resources
Development Institute
815 Sixteenth Street, N.W.
Washington, DC 20006

Dear Mr. Arnold:

The Vocational Exploration Demonstration Project (VEDP), to which (subcontractor) will become signatory (or participate in) has been reviewed and concurrence is hereby provided, with the understanding that the purpose of the VEDP is for youth to explore the world of work and that enrollees shall be prohibited from engaging in roles which augment employer profits or services, displace members of their existing workforce or prevent the hiring of new or laid off workers.

VEDP does not breach the collective bargaining agreement and the enrollees shall not be considered within the bargaining unit for the duration of enrollment in the Vocational Exploration program.

Sincerely,

Signature, name and title of
authorized Union Local

cc: National VEDP Director

GET ACQUAINTED EXERCISE

"TINKER TOY EXERCISE"

INSTRUCTOR'S GUIDE

Objective: To demonstrate non-verbal communication as a method of sending and receiving messages. Also demonstrates the dynamics of interpersonal communication through non-verbal group activity.

Time Required: ½ hour. (10-15 minutes to receive instructions and complete bridge; 15-20 minutes for discussion).

Materials/Resources Needed: One box of "Tinker Toys" per group, a large table.

Procedures/Instructions: A group should consist of 5 or 6 "Builders" and no more than 10 to 12 "Observers". The entire group is told that the selected Builders are to build a bridge. The bridge must have a base and two sides. The Builders may use any pieces in the box. There is absolutely no verbal communication at all.

The Observers are taken out of the room or hearing reach of the Builders and told to observe the activity, noting on paper what they observe (what method of communication took place, if any, who took lead role in building and why, and other relevant processes).

After removing the manufacturer's directions from the box, spill the contents of the box on the table and announce that is is time to begin. No one should be talking.

After 10 minutes, announce that their time is up. Ask the Observers what they observed, and structure the discussion about observations so that participants understand what happened and why with relation to verbal and non-verbal communications.

GET ACQUAINTED EXERCISE

"IN/OUT DISCUSSION GROUPS"

INSTRUCTOR'S GUIDE

Objective: To help enrollees improve their communication skills, increase enrollees' awareness of the parts they play in a discussion and to encourage effective small group discussions.

Time Required: ½ hour.

Materials/Resources: Movable chairs in order to form circles.

Procedures/Instructions: Divide the class into groups of six or eight enrollees each. Divide these groups in half, one half forming a circle with their chairs, and the second half forming an outer circle with their chairs around the first half.

The "in" group (inner circle) is then given a topic to discuss for ten minutes (for possible topics, see below). The "out" group (outer circle) is not allowed to speak at all during these ten minutes. Their task is to observe the communication process of the in group. They are asked to notice what kinds of things people do that block communication and what kinds of things they do that facilitate communication. Review different types of communication--which are effective--which block the folow of messages?

POSSIBLE TOPICS FOR DISCUSSION

1. What causes communication problems between people?
2. How do you feel about public service workers striking?
3. Do you think we should re-instate the draft? How do you feel about women being drafted?
4. What do you think about the current ERA movement?
5. Use a topic related to subject matter, e.g., "What are some ways that advertisements rip-off or deceive consumers? What can you do to protect yourself against these rip-offs?

At the end of ten minutes, each person in the out group reports his or her observations to the in group, by whipping around the outer circle in turn. During this time, the in group must remain completely silent.

When the out group is finished, the group changes seats and the process is repeated, either with the same topic or with a new one. After the second round, the ins and outs may want to form one big group to discuss either the original topic or the communication process.

FOLLOW-UP: Have the enrollees make a list of what helps and what hinders communication in a small group discussion. The list might include such things as: listen carefully and build on what has been said before; give everyone who wants to talk a chance to do so; respect other people's right to feel different about some things.

Howe, Leland. Personalizing Education.

PROJECT SITE	COMPONENT	VOCATIONAL EXPLORATION DEMONSTRATION PROJECT INDIVIDUAL ENROLLEE PLAN	

LAST NAME | FIRST NAME | MI | SSN ___-__-____

I. EDUCATION:

II. OTHER FORMAL TRAINING:

III. JOB SKILL QUALIFICATIONS AND OTHER KNOWLEDGE:

IV. ACTIVITIES/HOBBIES/INTERESTS:

V. LIFE CIRCUMSTANCES:

VI. PROGRAM EXPECTATIONS - PERSONAL REWARDS:

VII. ASSESSMENT TOOLS USED AND RESULTS:

I PARTICIPATED IN THE DEVELOPMENT OF THIS PLAN AND I AM COMMITTED TO DOING WHAT IS REQUIRED BY ME TO ACCOMPLISH THE GOALS SET FORTH IN THIS PLAN. I UNDERSTAND THAT THESE GOALS AND SERVICES MAY BE UPDATED AT ANY TIME DURING MY INVOLVEMENT IN THE PROGRAM THROUGH DISCUSSION WITH MY COUNSELOR.

COUNSELOR: _____

OFFICE ADDRESS: _____

PHONE: _____

_____ _____ _____

ENROLLEE SIGNATURE | DATE | COUNSELOR SIGNATURE

VOCATIONAL EXPLORATION

"NEXT STEPS"

"EXIT PLAN"

INSTRUCTOR'S GUIDE

OBJECTIVE: To provide a plan for transiting each enrollee out of VEDP.

RELATED UNITS: All of the units in the Core "C" Curriculum.

MATERIALS/RESOURCES: Choose either "Next Steps" or "Exit Plan" for each enrollee.

PROCEDURES/INSTRUCTIONS: "Next Steps" or "Exit Plan" should be filled out by the enrollee with the assistance of his or her counselor in either a group situation or in a one-to-one counseling session. Major responsibility for completing the Exit Plan should lie with the individual enrollee by using the knowledge and skill he or she has gained as he or she has progressed through the program. The Exit Plan should be introduced to the youth no later than the middle of the program in each cycle. The Exit Plan, similar to the IEP, should be developed over a period of time. Careful thought and attention by the youth is necessary for accurate completion of this exercise. The Exit Plan should be completed by each enrollee before the last day of the program.

TIME REQUIRED:

NOTE: Completion of one of these exit plans by each enrollee is mandated for use in the Core "C" Curriculum. In choosing between "Next Steps" and "Exit Plan," the counselor should consider the benchmarks relevant to transiting from VEDP.

NEXT STEPS NEXT STEPS NEXT STEPS NEXT STEPS NEXT STEPS NEXT STEPS NEXT STEPS

Immediately after leaving VEDP I intend to:

_____

_____

_____

If that works out I will:

_____

_____

_____

If that does not work out I will:

_____

_____

_____

In six months I expect to be:

_____

_____

_____

In one year I expect to be:

_____

_____

_____

PEOPLE WHO CAN HELP ME GET IT TOGETHER: NAMES, ADDRESSES, PHONE NUMBERS.....

NEXT STEPS NEXT STEPS NEXT STEPS NEXT STEPS NEXT STEPS NEXT STEPS NEXT STEPS

My top 3 career choices (off in the future) are:

1. _____

2. _____

3. _____

Three possibilities I might hook up with after leaving VEDP are (some kind of job? training? schooling? other? will these help me reach my career goal?):

1. _____

2. _____

3. _____

NEXT STEPS NEXT STEPS NEXT STEPS NEXT STEPS NEXT STEPS NEXT STEPS NEXT STEPS

My top 3 career choices (off in the future) are:

1. _____

2. _____

3. _____

Three possibilities I might hook up with after leaving VEDP are (some kind of job? training? schooling? other? will these help me reach my career goal?):

1. _____

2. _____

3. _____

REMEMBER !!!

Get the jump on your competition: a great information resource - if you're checking out a job:

CONTACTS INFLUENTIAL, a directory listing every San Francisco-San Mateo County Employer, by:

--name, alphabetized--includes whether local or branch, size, # of employees
--type of business, industry it is included in
--address and zip code
--phone (business telephone index)
--key people--the influential contact who you need to get in touch with

EDD has a copy; the Business Library, 530 Kearney Street, S.F. has another...

EDUCATIONAL INFORMATION - (ACADEMIC/VOCATIONAL) -6-

ELEMENTARY _____ JUNIOR HIGH _____

SENIOR HIGH _____ PRESENT SCHOOL _____

OTHER _____

MAJOR _____ MINOR _____

COUNSELOR _____ YEAR EXPECTED TO GRADUATE _____

SERVICES NEEDED:

_____ REFERRAL TO REMEDIATION (TYPE: _____
_____ SCHOLARSHIP INFORMATION AND APPLICATIONS
_____ EDUCATIONAL/VOCATIONAL/COLLEGE INFORMATION AND APPLICATIONS (LIST SCHOOLS OF INTEREST)

_____

_____

_____

_____

CAREER AREAS TO BE EXPLORED:

1. _____

2. _____

3. _____

PART-TIME WORK EXPERIENCES

_____

_____

PART-TIME WORK POSSIBILITIES

_____

_____

FULL-TIME WORK EXPERIENCES

_____

FULL-TIME WORK POSSIBILITIES

_____

VOLUNTEER WORK EXPERIENCES

_____

_____

VOLUNTEER WORK POSSIBILITIES

_____

_____

EXTRA-CURRICULAR ACTIVITIES RELATED TO CAREER INTERESTS;

_____

_____